

LIN 175 - Week 5

Critically Evaluating Information

Setting: Online, 8-week information literacy course. This three-credit course is typically taught as a 16-week semester offering, but was altered for a summer 2017 session.

Context: As part of a larger module on evaluating information, students are presented with multiple resources/readings related to news sources, perspective of news sources, fake news/misinformation, and tips for evaluating claims. This particular assignment had students view a Prezi presentation titled [Fact Checking Pro](#) and then complete a [LibWizard](#) that presented multiple claims related to coffee/caffeine consumption. For each claim, students ranked the quality of the headline's claim on a scale of 1 (poor) to 5 (excellent), and provided an explanation for their choice. Students also had to describe the steps they took to fact check the claim.

The Prezi is open to the public and may be copied/modified. The content within LibWizard may also be adapted to your own use/software. LibWizard is tutorial software that allows users to interact with websites while answering questions on the side (similar to *Guide on the Side*). To navigate through each slide, type "test" into each answer box. In a *face-to-face setting*, the sources could be provided to groups of students to evaluate the claims. If you have trouble viewing the LibWizard, here is a list of the sources used:

- <http://www.daytondailynews.com/business/millennials-spend-more-coffee-save-less-for-retirement/5GcV37YkmSgkDedayq4kPJ/>
- <http://www.care2.com/greenliving/make-a-pumpkin-spice-latte-thats-gmo-free.html>
- <https://eatdrinkbetter.com/2011/09/29/coffee-may-fight-depression-in-women/>
- <https://www.theguardian.com/nespresso-discover-sustainable-quality-coffee/2017/feb/08/what-does-it-mean-to-buy-something-sustainable>
- <http://abcnews.com.co/biggest-starbucks-in-the-world-phoenix-az/>
- <http://www.almostallthetruth.com/guest-post/retro-housewife-reducing-the-environmental-social-impact-of-your-morning-coffee-guest-post/>
- <http://www.miaminewtimes.com/restaurants/combat-zika-with-cafe-cubano-8659300>

Lessons Learned: It may be beneficial to provide more prompts in the LibWizard to gauge student fact-checking efforts. Some students were very detailed; others were not. Additionally, it would be interesting and maybe more interactive for the students if they could somehow see how their peers had rated the source. I'm not sure how to do this in the LibWizard, but there may be some other way to make this happen. In a face-to-face setting, this would be easier to accomplish

Additional Resources to Consult and/or Share with Students

- Washington Post article: 6 in 10 of you will share this link without reading
<https://www.washingtonpost.com/news/the-intersect/wp/2016/06/16/six-in-10-of-you-will->

[share-this-link-without-reading-it-according-to-a-new-and-depressing-study/?utm_term=.4fc41669cbdc](#)

- 60 minutes “Fake News” script (May 2017)
<http://www.cbsnews.com/news/how-fake-news-find-your-social-media-feeds/>
2:00 version: <https://www.youtube.com/watch?v=JzwXgovJko4>
- TED Ed video - How to Choose Your News
<https://www.youtube.com/watch?v=q-Y-z6HmRgl>
- Blue Feed/Red Feed graphic from Wall Street Journal:
<http://graphics.wsj.com/blue-feed-red-feed/>
- Fact checking article/examples from Factcheck.org
<http://www.factcheck.org/2016/11/how-to-spot-fake-news/>
- Fake or Real: NPR Article:
<http://www.npr.org/sections/alltechconsidered/2016/12/05/503581220/fake-or-real-how-to-self-check-the-news-and-get-the-facts>